

LITTLE CRICKETS FOREST SCHOOL –PERSONAL, SOCIAL, HEALTH AND ECONOMIC EDUCATION (PSHEE) POLICY

1. RATIONALE

We believe that PSHEE is a fundamental part of all children's experiences and development at Little Crickets Forest School.

2. AIMS AND OBJECTIVES

2.1 We actively promote the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

2.2 We actively promote principles which:-

- enable pupils to develop their self-knowledge, self-esteem and self-confidence and to become emotionally mature for their age.
- enable pupils to distinguish right from wrong and to respect the civil and criminal law of England, to have respect for the norms of good conduct and to develop moral and ethical values.
- encourage pupils to accept responsibility for their behaviour, show initiative and understand how they can contribute positively to the lives of those living and working in the locality in which the school is situated and to society more widely; and to develop social, political and economic awareness.
- enable pupils to acquire a broad general knowledge of and respect for public institutions and services in England;
- further tolerance and harmony between different cultural traditions by enabling pupils to acquire an appreciation of and respect for their own and other cultures;
- encourage respect for other people, paying particular regard to the protected characteristics set out in the Equality Act 2010;
- encourage respect for democracy and support for participation in the democratic process, including respect for the basis on which the law is made and applied in England;
- encourage pupils to be healthy through developing healthy eating habits and taking regular exercise.
- enable pupils to develop an age appropriate understanding of drugs (there is a separate Drugs and Alcohol Policy).
- enable pupils to develop an age appropriate understanding of sex (there is a separate Relationships and Sex Education Policy).

3. CURRICULUM PLANNING

3.1 We teach PSHEE in a wide variety of ways, including:-

- talks from visitors
- educational visits and extra-curricular activities.
- charitable activities
- Whole School Rules
- Promotion of the Forest School ethos and values
- Relationships

- 3.2 Practitioners use the PSHE Association's Programme of Study which is written to sit alongside the National Curriculum and reflect the world in which our pupils live and learn.
- 3.3 The Manager the objectives completed in each year group annually based on those set out in the PSHE Association's Programme of Study and the RSE statutory requirements from September 2020. This document is regularly reviewed during the year and there is an annual review with all staff.
- 3.4 It is the responsibility of practitioners to ensure that their planning for PHSEE is in keeping with all aspects of this policy and the Forest School's schemes of work. They ensure that their planning is thorough and builds on the children's past experiences.
- 3.5 PSHEE is being provided to the children every moment in which they are in our care. A child's understanding of these areas begins before he/she enters our school, develops whilst they are in our care, and will continue to develop throughout their life.

4. TEACHING AND LEARNING STYLE

- 4.1 At Little Crickets Forest School, we use a wide range of teaching and learning styles, depending on the age of the children and content of the subject. We encourage children to develop their ideas through active learning by including activities involving discussion, debate, investigations and problem solving. We make learning experiences as relevant as possible to our children by carefully considering their personal backgrounds and their individual circumstances.
- 4.2 Practitioners are very aware that children often use them as role models for their own behaviour. Practitioners set a good example by acting appropriately and promoting the desired attitudes and values. Children see that staff and other adults they encounter on the premises lead happy and healthy lives and they react and respond to each other with thought, care and respect.
- 4.3 Extreme political views are not promoted in the teaching of any subject in the Forest School. If/when political issues are brought to the attention of pupils, the pupils are offered a balanced presentation of opposing views. This issue is discussed every year in the annual review. The requirement to offer a balanced presentation of views includes situations where the children are in extra-curricular activities. We also bear this requirement in mind if we promote extra-curricular activities which take place outside of the setting. All visitors are checked by the Manager before being allowed to present to the children.

5. EARLY YEARS FOUNDATION STAGE ("EYFS")

- 5.1 We teach PSHEE in our EYFS as an integral part of the children's social development and as an important means to helping children achieve the Early Learning Goals.

6. CHILDREN WITH SPECIAL NEEDS

- 6.1 We teach PSHEE to all children, regardless of their ability. All practitioners try to provide learning opportunities matched to the individual needs of all pupils, including those with learning difficulties. Some children, who have been identified as having special needs, may have specific targets set for them in their Learning Plans. All teaching and non-teaching staff that are involved with these children are aware of these targets and work towards helping the children achieve them.

7. ASSESSMENT AND RECORDING

- 7.1 All Practitioners have clear expectations of what the pupils will know, understand and be able to do at the end of the academic year. Practitioners assess the children's work in personal, social, health, citizenship and sex education in several ways (see also RSE Policy). They make informal judgements as they observe them throughout the entire day. They also assess their development and progress, the outcomes of which are measured against the specific learning objectives set out in the PSHE Association Programme of Study.

- 7.2 Children's personal assessments and practitioner assessments are never based on 'pass' or 'fail' criteria. We do not set formal examinations, but discuss the collated information with each child to emphasise the progress they have made and identify new targets for them to work towards.
- 7.3 We encourage children to be aware of their own contribution to the life of the forest school and their progress in PSHEE. Practitioners are interested in the activities children undertake outside of the setting that help the children meet the PSHEE objectives.
- 7.4 Parent interviews take place every term and relevant issues are discussed on these occasions. If there are any areas that practitioners feel need to be discussed as a matter of urgency, they will speak informally to parents at the beginning or end of the school day. Certain concerns may be referred to the Manager who would then book an appointment to speak with the parents.

8. RESOURCES

- 8.1 Staff may have additional resources which directly support the teaching and learning for the appropriate age group.

9. MONITORING AND REVIEWING

- 9.1 The Subject Co-ordinator for PSHEE is responsible for monitoring that practitioners are planning, teaching and assessing in accordance with this policy. The Subject Co-ordinator will also provide the strategic lead and direction for PSHEE within the forest school as a whole, and ensure that colleagues are kept abreast of any new developments in the subject. Practitioners will be supported where necessary with their planning, teaching and assessment.
- 9.2 The subject Co-ordinator monitors the standard of children's work through discussions with practitioners.